

# Differentiating Instruction for Middle and High School ELLs

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**OELAS Conference 2016**

# Goals:

- We will discuss ways to differentiate instruction for adolescent English Language Learners in middle and high school classrooms.
- We will concentrate on research-based strategies to differentiate instruction by content, process, product, and environment.

Examples of diverse  
learning in my classroom:

Examples of how I attempt to  
address varied learner needs:

# **What** is Differentiated Instruction?

**GOAL:** To create learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic topics, allowing all students to **master the same key content.**

(Karen Ford, 2012)

# Differentiated Instruction...

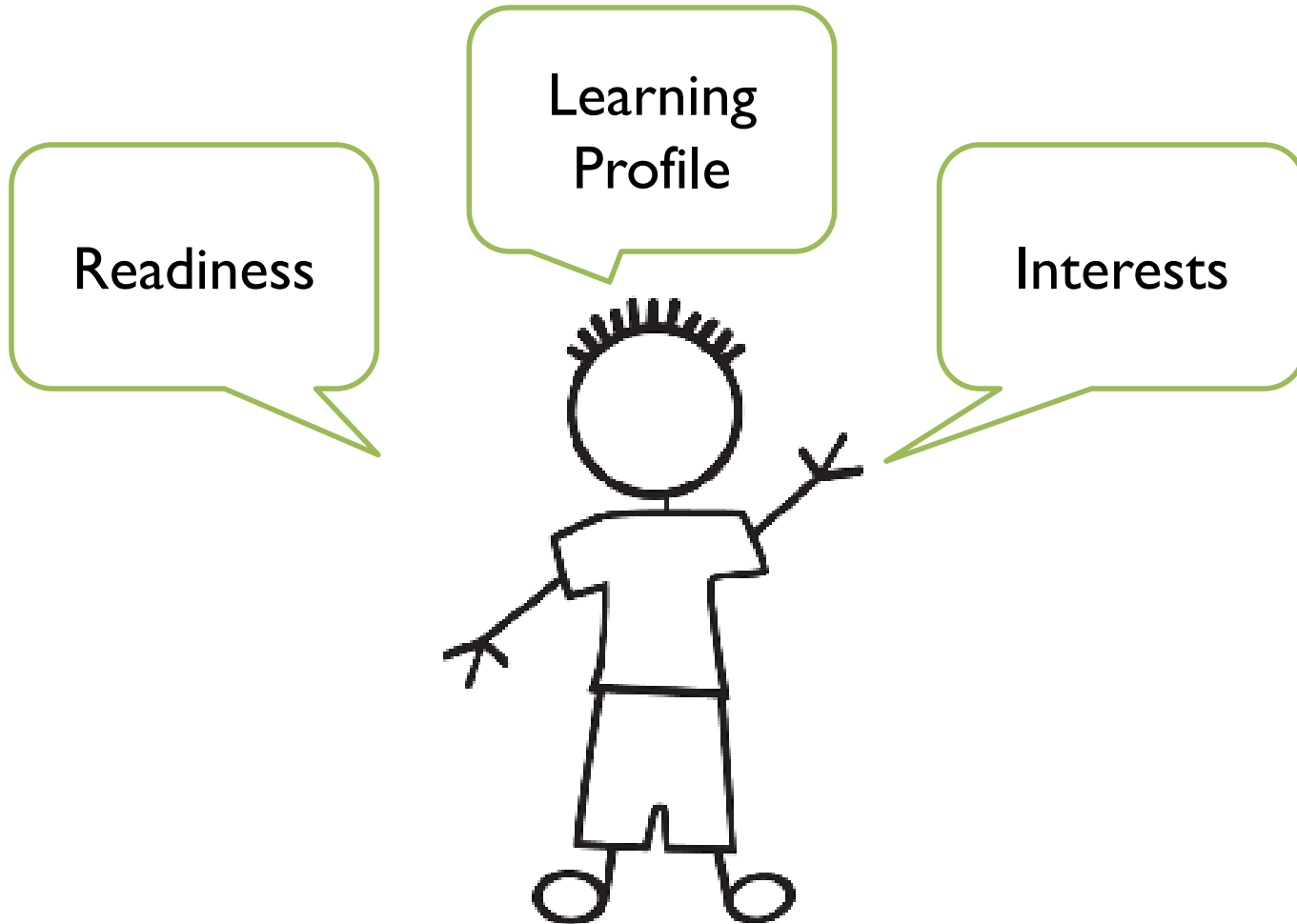
## Is:

- Different
- Student-centered
- For all students
- Multiple approaches to teaching/learning
- A mix of whole-class, group, and independent learning

## Is Not:

- More or less
- Class-centered
- For specific students
- A different lesson plan for each student
- Whole-group skill practice

# Why do we differentiate instruction?



# How do we differentiate instruction?

## ***Content***

The topics and content students are supposed to learn.

## ***Process***

The way in which students learn the content.

## ***Product***

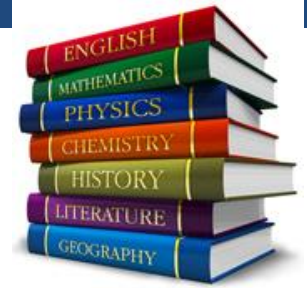
The way in which students prove they learned the content.

## ***Environment***

The way in which the classroom and the learning is organized.

# Differentiating by **Content**

## *What is taught?*



- Variability in curriculum topics, concepts, or themes
- A continuum of difficulty
- Match the content with the student's readiness level

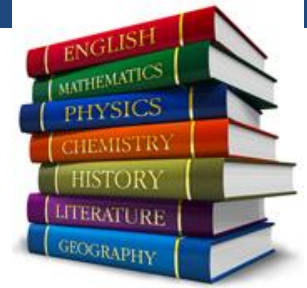
(Association for Supervision and Curriculum Development, 1997)

Use pre-assessment to determine where students need to begin,  
then match students with appropriate tasks.



# Differentiating by **Content**

*What is taught?*



- ✓ Recorded text
- ✓ Tiered tasks
- ✓ Paied/Leveled text

Use pre-assessment to determine where students need to begin,  
then match students with appropriate tasks.

# Leveling Tasks

## ***Surface Area of Three-Dimensional Solids***

Introductory

1. Determine the surface area of the cube.
2. Determine the surface area of a rectangular prism.
3. Determine the amount of wrapping paper needed to cover a rectangular box. Don't forget to overlap the paper along the edges so you can tape the corners neatly.
4. Determine how many cans of paint you'll need to buy in order to paint a three-story house with the given dimensions, if one can of paint will cover forty-six square feet. Remember, you are not to paint the windows, doorways, or external air vents. (see diagram)



Sophisticated

## Solving Two-Step Equations

$$2x - 5 = 15$$

$$8x + 7 = -9$$

$$-2 = -5y - 12$$

Solve each equation. Check your solution.

Teacher chooses 5-8 based on student need.

1.  $4y + 1 = 13$

2.  $6x + 2 = 26$

5.  $7 = -3c - 2$

6.  $-8p + 3 = -29$

7.  $-5 = -5t - 5$

8.  $-9r + 12 = -24$

9.  $11 + 7n = 4$

10.  $35 = 7 + 4b$

11.  $15 + 2p = 9$

12.  $49 = 16 + 3y$

13.  $2 = 4t - 14$

14.  $-9x - 10 = 62$

15.  $30 = 12z - 18$

16.  $7 + 4g = 7$

17.  $24 + 9x = -3$

18.  $50 = 16q + 2$

19.  $3c - 2.5 = 4.1$

20.  $9y + 4.8 = 17.4$

# Paired/Leveled Text

**NEWSLA** Search Newsela

LIBRARY

NEWS

TEXT SETS

BINDER

Assignselect class

Text Set1 selected

Hideselect class


SCIENCE

1332SHARE

## Curiosity finds a possible home for life on Mars

By Los Angeles Times, adapted by Newsela staff  
12.17.13

Grade Level **6**  
Word Count **864**



This self-portrait of NASA's Mars rover Curiosity combines 66 exposures taken by the rover's Mars Hand Lens Imager (MAHLI) during the 177th Martian day, or sol, of Curiosity's work on Mars (Feb. 3, 2013). Photo: NASA/JPL-Caltech/MSSS

They haven't found any little green men yet, but scientists believe there could once have been life on Mars.

NASA's Curiosity rover landed on the Red Planet in August 2012 to look for signs of living things. Last Monday, scientists said it had found the remains of an ancient lake.

MAX

1110L

990L

790L

620L

WRITE

QUIZ

# Content Differentiation

- It does not mean teaching different content; it means teaching the content differently by adjusting the levels of depth, complexity, and readability of the materials.

**Standard 4:** The student will analyze text for expression, enjoyment, information, and understanding.

The student will demonstrate knowledge of reading comprehension by:

|         |  |  |  |  |   |
|---------|--|--|--|--|---|
| Fiction | PE-15:<br>identifying a character from a fictional text heard or read. | E-15:<br>identifying character traits of the main character in a fictional text, with instructional support. | B-15:<br>describing and distinguishing between major and minor characters in a fictional text. | LI-15:<br>describing the characteristics of the <u>major and minor characters</u> in a fictional text. | HI-15:<br>analyzing the motivations of the <u>major and minor characters</u> in a fictional text. |
|         |  |  |  |  |   |

# Personal Connection/Application

In what way(s) could you  
**differentiate the content**  
you teach in your classroom?



# Differentiating by Process

## *How it is taught?*



- How teachers sequence the learning and the ways in which students learn
  - Utilize multiple formats (Kingore, 2004)
  - Providing open-ended tasks
  - Varying the learning strategies
  - Modify the level of thinking (e.g. Bloom's, DOK)
  - Changing the pace

# Differentiating by Process

## *How it is taught?*

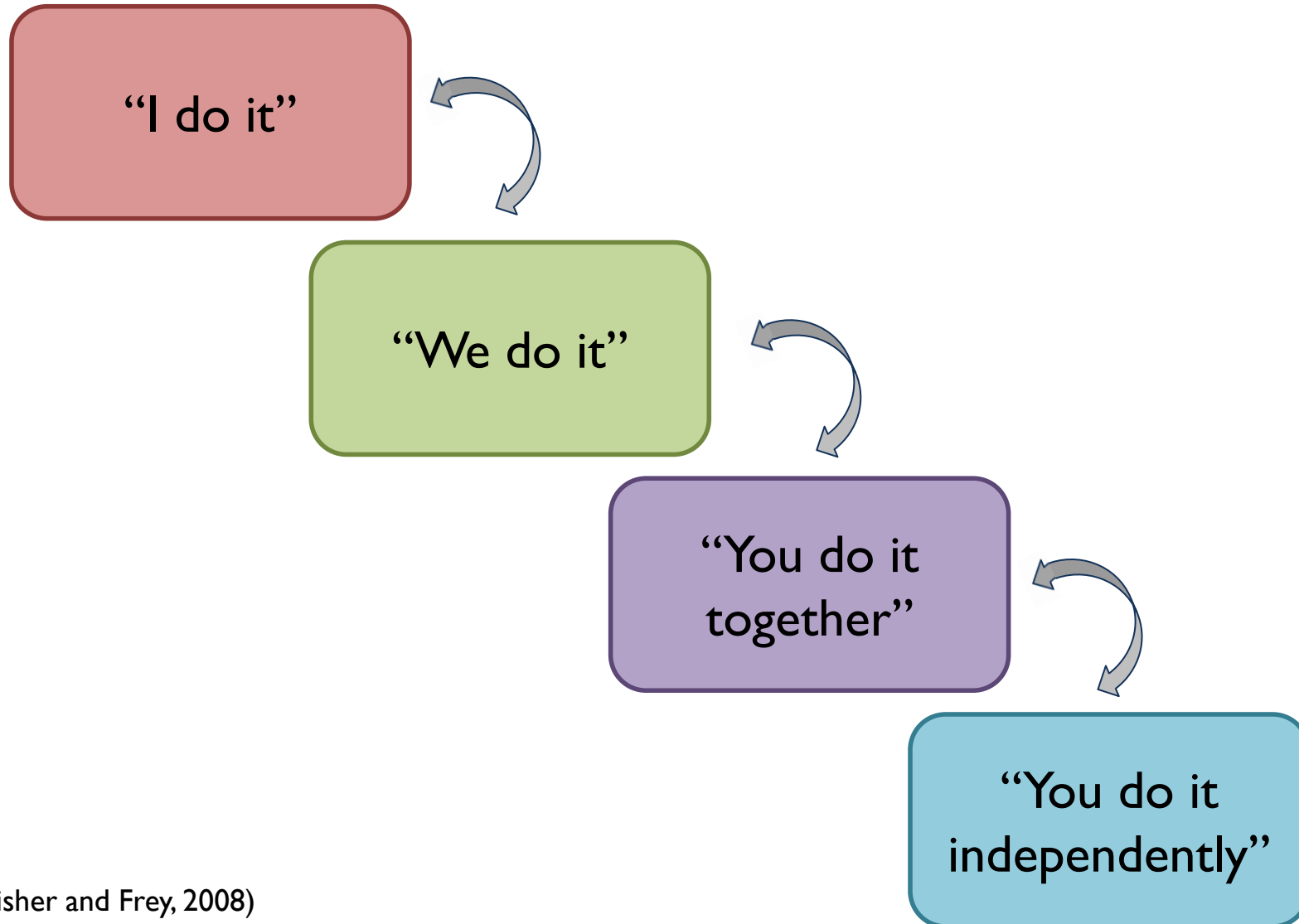


- How teachers sequence the learning and the ways in which students learn

- ✓ Guided Instruction
- ✓ Tiered Lesson
- ✓ Choice board
- ✓ Centers/Stations



# Guided Instruction



# Tiered Lesson

## Example of Theocracy

The congregational church had no formal

"the Puritans

For this reason, it is possible to identify the time-tested fundamentals of constitutional government, human rights, and equality before the law that any society must possess to be properly called democratic.

Democracies fall into two basic categories, direct and representative. In a direct democracy, all citizens, without the intermediary of elected or appointed officials, can participate in making public decisions. Such a system is clearly only practical with relatively small numbers of people--in a community organization or tribal council, for example, or the local unit of a labor union, where members can meet in a single room to discuss issues and arrive at decisions by consensus or

The Puritans believed in separation of church and state, but not a separation of the state from God.

"If this undertaking were to fail, he warned, many would

of life. The General Court lawmakers set prices for goods and wages to control inflation. They regulated the sale

# Choice Boards

## EXPLORATION AND EXPLORERS EXTENSIONS MENU

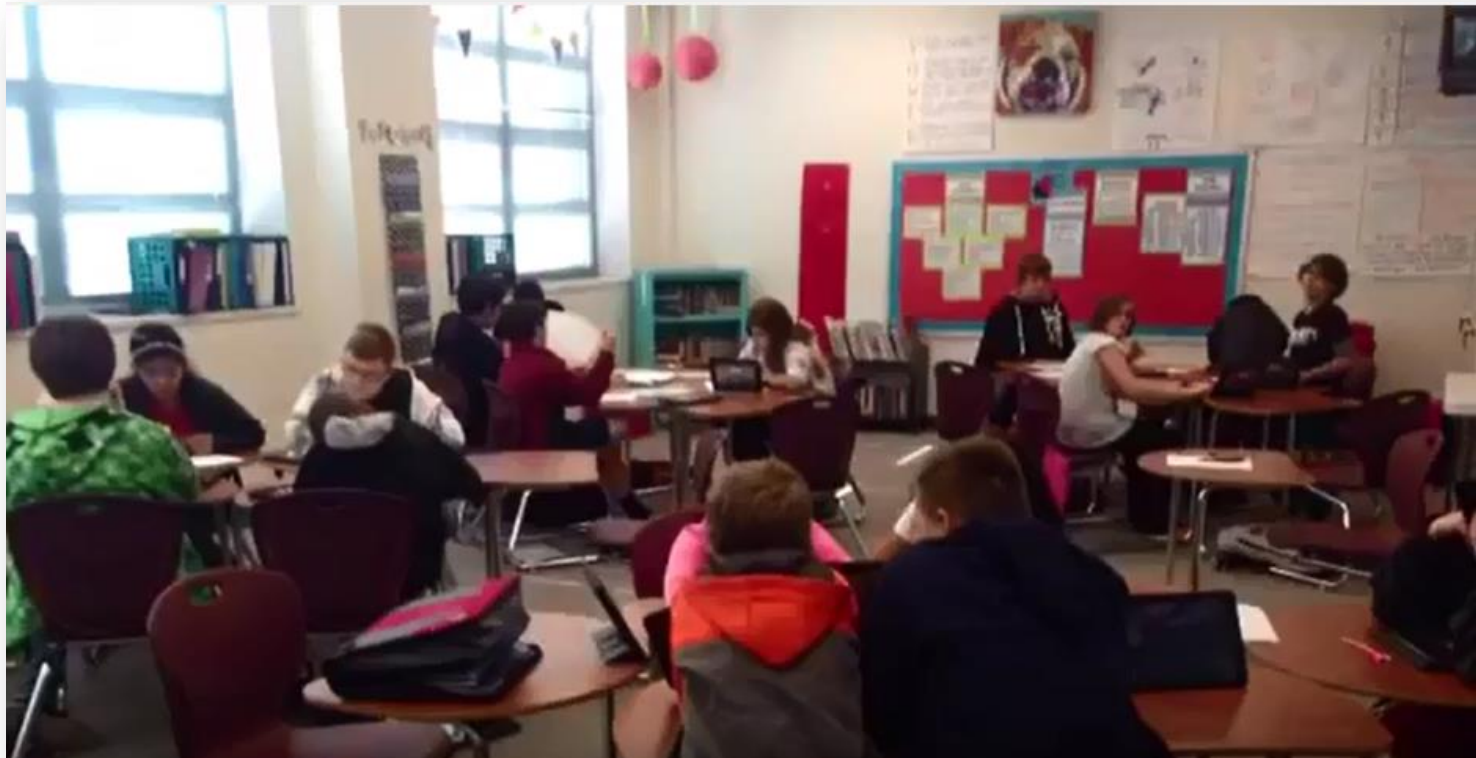
|   |  |  |
|---|--|--|
| Some people think that there is nothing left to "explore." Make a case for areas that can still be explored, and describe how the skills needed by Old World explorers hundreds of years ago might still be used by 21st century explorers. | Compare and contrast the work of 19th and 20th century explorers and missionaries in terms of their impact on the people they discovered and with whom they then interacted. | Research the effects of exploration on the indigenous people who lived in the explored areas. Include descriptions of both positive and negative impacts.  |
| Since the 1990s, there have been some attempts to discredit the discoveries of explorers such as Christopher Columbus. Investigate these campaigns and draw your own conclusions about the debate.  | <b>Student Choice</b>  | Study several accounts of one exploration, for example, Lewis and Clark. Describe several differences between the accounts, and draw conclusions about which versions may be closer to the truth. Give reasons for your conclusions. |
| Consider the explorations of astronauts and those who explore under the sea. Describe the similarities and differences between these endeavors.   |  | Hypothesize how America would be different today if the Spanish had explored the East Coast, the Europeans the Southwest, and the French the Deep South.   |

## Content: Math Computation Extension Menu Topic: Algebra

|   |  |   |
|---|--|---|
| Create an entry in your ISN notebook outlining procedures for solving algebraic equations with one variable.        | Attention Sports Fans!!!<br>Design Your Own Sports Card<br><br>Choose a sports team or player. Find the mean, mode and median of statistical information obtained from a website using the laptops available in class.<br><br>Make sure to include a team logo, or photo on front and show all work on the back. | Create a song or video using the video camera to explain the mnemonic device PEMDAS for remembering the Order of Operations.  |
| Create an equation using fractions and design a poster demonstrating step by step instructions for solving it.      | YOUR CHOICE<br>(Must be approved by the teacher)   | Complete the fractions assignment with 70% or better on Study Island  |
| Design a crossword puzzle that includes different vocabulary words on your Excel sheets - graph paper is available. | Challenge a friend to the dice Wars game by creating equations to get closest to a number rolled.  | Pretend you are going to tile the classroom measure the class room, find the area, then go online to Home Depot and find some tile. Determine how much tile you would need and how much it would cost for the tile. |

# Centers/Stations

## Middle School Reading



In what ways did this teacher differentiate the learning process for her students? Be specific.



# Personal Connection/Application

How might you **differentiate the teaching/learning process** to support how your students learn?



# Differentiating by Product

*What is created?*



- How students demonstrate what they have learned
  - Scaled production requirements and alternatives
  - Individual end point in mind

(Association for Supervision and Curriculum Development, 1997)
  - Product choice
  - Open-ended responses

Clearly explain what is expected for each assignment.

# Visual

- Acrostic
- Advertisement
- Book Cover
- Brochure
- Cartoon/Comic Strip
- Collage
- Letter
- Map
- Mind Map
- Article/Blog
- Poster
- PowerPoint
- Recipe
- Story
- Graphic Organizer
- Video/Recording

# Kinesthetic

- Commercial
- Game
- 3-D Model
- Book
- Mobile
- Product Cube
- Student-Taught Lesson
- Video



# Auditory

- Commercial
- Interview
- News Report
- Play
- Presentation
- Poem/Song/Rap
- Video

# Personal Connection/Application

How might you **differentiate the products** your students produce as evidence of learning?



# Differentiating by Environment

*How is learning structured?*



- How the classroom and students are structured
  - Flexible student grouping
  - Assortment of materials
  - Diverse learning structures
  - Cues (visual and/or verbal)
  - Clear Guidelines and Routines

# Student Grouping

- Whole group instruction to introduce material and model strategies
- Small group work for collaborative learning with peers
- Individualized learning for independent work and teacher-directed instruction.

(Nancy Frey, 2001)



# Flexible Grouping

8<sup>th</sup> Grade Math

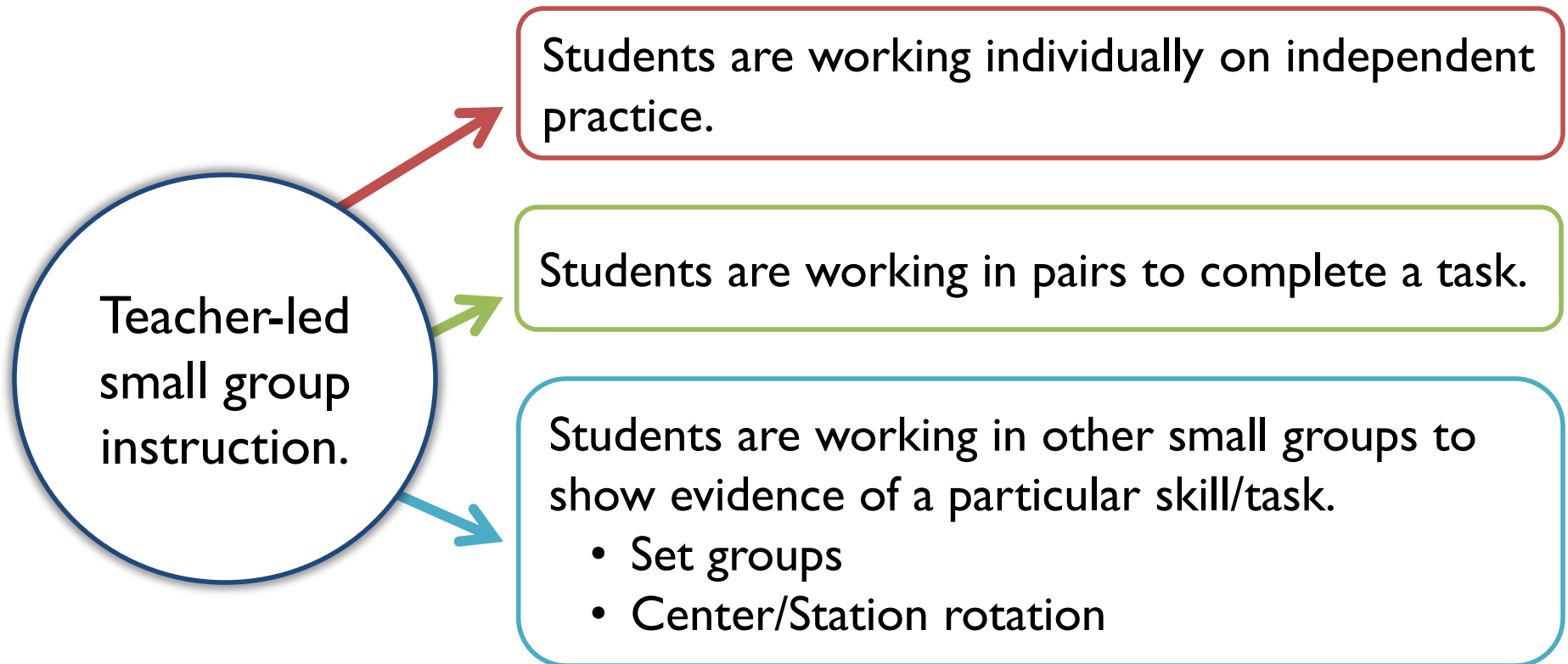


In what ways did this teacher differentiate the learning environment in her classroom?



# Small Group Instruction

- Small group instruction looks different in every classroom - sometimes it is a structured intervention program, other times it is the teacher working with a small group of students on a focused task.



# Personal Connection/Application

What is at least one way you could  
**differentiate your classroom environment** to  
support your students' learning?



# Assessment

What role does assessment play in your classroom instruction?

- Begin with the end in mind
- Grade/Score
- Analyze the assessment
- Reflect: What can I do on the first day of the lesson that will help the students who learn differently to be successful?



# **Teachers are successful at differentiating instruction for ELLs when they:**

1. Get to know as much as possible about each student
2. Have high expectations for all students
3. Use a variety of research-based instructional strategies
4. Use ongoing assessment to guide instruction
5. Provide multiple types of assessment
6. Separate assignments
7. Collaborate with colleagues
8. Use flexible grouping
9. Make content comprehensible for all students

When I return to my classroom, I hope  
to differentiate by... (choose 2 areas to get started)

- **Content**

- **Process**

- **Product**

- **Environment**

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